



**South Carolina
Alternate Assessment
(SC-Alt)**

**Test
Administration
Manual**

Spring 2007

English Language Arts

Mathematics

Science

Social Studies (field test)

**2007 South Carolina Alternate Assessment
(SC-Alt) Schedule**

SC-Alt test materials arrive in district	Week of February 19, 2007
SC-Alt Assessment Window	March 5–April 20, 2007
Teachers return materials to DTC-Alt	April 23–24, 2007
Materials shipped to MI	April 25, 2007

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Introduction

Legal Requirements for Alternate Assessment

The inclusion of students with significant cognitive disabilities in state assessments is based on a number of state and federal regulations. The Individuals with Disabilities Education Act (IDEA 97 and IDEIA 2004), Section 504 of the Rehabilitation Act of 1973, and Title I of the Elementary and Secondary Education Act (ESEA) require inclusion of all students with disabilities in the State assessment system. The State Education Accountability Act of 1998 provides for the establishment of a performance based accountability system that includes all students.

The 1997 amendments to IDEA created the mandate for states to develop alternate assessments for students who cannot participate in the state assessment even with appropriate accommodations and to develop guidelines for the participation of these students in the alternate assessment. The 2002 amendments to ESEA known as the No Child Left Behind Act (NCLB) require the participation of all students in the state academic assessment system. The 2003 NCLB regulations related to alternate assessment clarify that to serve the purposes of assessment under Title I, an alternate assessment must be aligned with the State's content standards, must yield results in language arts and mathematics, and must be designed and implemented in a manner that supports use of the results as an indicator of Adequate Yearly Progress (AYP) and meet the same technical rigor as other state assessments.

According to NCLB regulations, an alternate assessment may be based on alternate achievement standards, and the results may be included in the AYP calculations as either proficient or non-proficient. Although student results based on alternate achievement standards may be included in AYP calculations, the number of proficient and advanced scores may not exceed one percent of all students in the grade tested at the State and district level.

An alternate achievement standard is defined as an expectation of performance that differs in complexity from grade-level achievement standards. Alternate achievement standards must be aligned with the State's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible.

Description and Purpose

The South Carolina Alternate assessment (SC-Alt) is an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities who are unable to participate in the Palmetto Achievement Challenge Tests (PACT) or the High School Assessment Program (HSAP) even with accommodations and/or modifications. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 8–13 and age 15 as of September 1 of the assessment year (these are the ages of students who are typically in grades 3–8 and 10).

The assessment consists of a series of performance tasks that are linked to the grade-level academic standards although at a less complex level. Each task is aligned to an assessment standard and measurement guideline and linked to the grade-level academic content. This linkage is described in the South Carolina Alternate Assessment Standards and Measurement Guidelines documents.

SC-Alt has been designed to meet federal and state regulations and will undergo a review by the U.S. Department of Education in the fall of 2007 to verify that it does meet the required alignment to state content standards and the technical rigor expected of all state assessments, and yields valid results for students with the most significant cognitive disabilities as required by NCLB.

SC-Alt replaces previous alternate assessments, PACT-Alt and HSAP-Alt in spring 2007. The SC-Alt design is based on experience with PACT-Alt and HSAP-Alt and is in compliance with the NCLB and the 2004 amendments to IDEA.

Development

The SC-Alt tasks were developed by the testing contractor, American Institutes for Research (AIR), utilizing collaborative teams of experienced assessment writers with expertise in both the content areas and the learning characteristics of students with significant cognitive disabilities. South Carolina (SC) educators participated in all aspects of the development process beginning with the Advisory Committee input on the design of the assessment, teacher review of prototypes, participation of SC educators in small scale tryouts, participation in focus groups and in piloting and field testing tasks. See page ii for a list of South Carolina educators involved in the development and review process. All tasks were reviewed by a Content, Bias, and Accessibility Review Committee prior to inclusion in the assessment.

Assessment Standards and Measurement Guidelines (ASMGs)

The South Carolina curriculum standards are the foundation for the development of the assessment tasks for the SC-Alt. Committees comprising South Carolina special education teachers, content specialists, SDE staff, and AIR staff prioritized the content that is important for students with significant cognitive disabilities now and in the future. In compliance with the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB) requirements that the alternate assessment link to the grade-level content standards, although at less complex and prerequisite skill levels, the committee developed these assessment standards to guide the development of the assessment. The measurement guidelines provide to both task writers and teachers the specificity necessary to translate the standards into assessment tasks and classroom instruction and assessments.

Using the Test Administration Manual

This *Test Administration Manual (TAM)* provides the specific procedures for administering the SC-Alt.

Legal Requirements for Test Security

The SC-Alt program is subject to provisions of the state test security legislation, South Carolina Code of Laws, Section 50-445, and State Board of Education Regulations (see appendix A for test security legislation).

Student Participation

The decision about a student's participation in required statewide assessments is made by the student's individualized education program (IEP) team and documented in the IEP. To document that the alternate assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets **all** of the following criteria:

- The student demonstrates a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of

accommodations and modifications;

- The student accesses the state-approved curriculum standards at less complex levels and with extensively modified instruction;
- The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments;
- The student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction; and
- The student's inability to achieve the state grade-level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.

The SC-Alt should be administered to students who have been determined by the IEP team to meet all of the participation criteria for alternate assessment and who are between the ages of 8 and 13 or 15 on September 1, 2006. See the age reference sheet in appendix B.

Content Areas to Be Assessed

English language arts, mathematics, and science will be assessed during the spring 2007 testing window. Additionally, during the testing window, social studies will be field tested with elementary and middle school students.

Testing Window

March 5–April 20, 2007

SC-Alt Forms and Student Placement Questionnaire

The test has three forms: an elementary school form, a middle school form, and a high school form. All students who participate in the SC-Alt are assigned to the appropriate form on the basis of their age (i.e., grade-age equivalent for grades 3–5, 6–8, and 10). The age reference sheet in appendix B indicates the form that should be administered to each student based on the student's age.

Each teacher will complete a Student Placement Questionnaire to determine which task in the form to administer first to his or her student.

Test Administrator Requirements

Test administrators must have been trained to administer the SC-Alt and must be one of the following:

- a certified employee of the district;
- an employee of the district who is a critical needs teacher and has a letter of eligibility, an interim certificate, or a critical needs certificate;
- a substitute teacher who is certified and employed by the district on an as-needed basis;
- someone who was a certified teacher but has allowed the teaching certificate to expire owing to retirement, change of career, or some other reason and has been approved by the district test coordinator or the DTC-Alt as a qualified test administrator; or
- someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC-Alt as a qualified test administrator.

Test administrators may not administer the assessment to close relatives (e.g., children, grandchildren).

If a test is administered in a location other than the school, the test administrator must meet the criteria specified above.

Training Requirements

Teachers who will administer the SC-Alt test must attend a South Carolina Department of Education or district test administrator training session.

Assessment Monitors

An assessment monitor must observe all assessment sessions and verify the use of proper assessment procedures and the authenticity of student responses for each completed assessment. Parents, guardians, foster parents, or other family members of any students in the assessment classroom may not serve as assessment monitors for any student in that class. Monitors must receive training to become familiar with the performance task administration procedures and scoring. Prior to the assessment, the test administrator or the DTC-Alt must meet with the monitor and review the following:

- the expected schedule of the assessment sessions,
- the test security requirements,
- how the tasks will be administered and the scoring procedure using the scoring guide,
- the purpose of the Test Administrator Security Affidavit, and
- the monitor's responsibilities:
 - observing all administration sessions without interfering or distracting the teacher and the student;
 - assisting in recording the session start and ending times, if needed;
 - assisting the test administrator with logistics, if requested; and
 - reading and signing the Test Administrator Security Affidavit.

Test Security

The SC-Alt program is subject to the provisions of state test security legislation, South Carolina Code of Laws, Section 59-1-445, and State Board Regulations. Interfering with student responses or fabricating data is a violation of the security legislation. The SC-Alt student answer folders must reflect authentic student work and responses.

Any breach of test security must be reported to the State Law Enforcement Division (SLED) in accordance with the Test Security Legislation and State Board of Education Regulations. See appendix A for the test security legislation, Code of Laws Section 59-1-445 and 59-1-447, and State Board of Education Regulations on test security.

- The test books and student answer folders are secure test materials.
- All materials must be signed out and accounted for by using the SC-Alt School Security Checklist. See sample in appendix C.
- All materials plus any adapted materials must be returned with the other test materials.
- Teaching staff may not use any portion of the scripted task or related materials for practice with the

student prior to conducting the actual assessment. (Teachers may rehearse administering the assessment tasks prior to administering them to students, either alone or with another teacher who is trained and will administer the SC-Alt tasks.)

- The content of the tasks may not be shared with other teachers or staff (except as part of rehearsing the task administration).

Agreement to Maintain Test Security and Confidentiality

All school and district personnel who may have access to SC-Alt test materials or to the location in which the materials are securely stored must sign the Agreement to Maintain Test Security and Confidentiality before they are given access to the materials (see appendix D). Copies of this form, which is specific to test administrators, monitors, and other school personnel, will be included in the school materials shipment. The DTC-Alt is responsible for collecting the completed agreements and storing them for three years.

Test Administrator Security Affidavit

Test administrators must complete a SC-Alt Test Administrator Security Affidavit for each student they assess and submit the form with the student's assessment materials. See sample in appendix E. This form is also used to identify the assessment monitor.

Testing Irregularities

Incidents may occur during testing that can impact a student's scores. These testing irregularities are defined as any situation that interferes with the usual or prescribed testing procedure as specified in the *TAM*.

DTCs-Alt must be informed of these situations so that a decision can be made regarding the validity of the student's score. Testing irregularities may necessitate the invalidation of test scores or the addition of an explanatory note to a student's record. The *SC-Alt Testing Irregularity Form* is provided in appendix F for this purpose.

Test administrators should complete the test irregularity form for any incident that occurred during testing (e.g., an error in administration) if it could affect a student's test scores. It is not necessary to report minor incidents such as uncooperative or sleeping students or accidental noises in the environment such as a garbage truck or public address system.

The DTC-Alt should collect and review the forms to determine if the district should take further action, such as invalidating the test scores or completing a test security violation report. The DTC-Alt must keep the test irregularity form on file for one year. Do not send these forms to the test contractor.

Administration Procedures

Getting Ready

1. When you receive your materials, you will be required to sign a School Security Checklist to verify that you have received the materials. Open the cartons and verify that you have all the necessary assessment materials. Please retain the cartons in which you receive the materials. You will return all materials in the same cartons. Contact the DTC-Alt if any materials listed on the checklist are missing. The set of materials should contain the following:
 - Student roster—listing students to be assessed and specifying the test form that must be administered to each student based on the student’s age (elementary, middle, or high school form)
 - Student answer folders (includes the Student Placement Questionnaire, one per student)
 - Student Placement Questionnaire directions
 - Student scoring worksheet (four per student, one per content area; see appendix G)
 - Test administration booklets (one form per content area and level that you will administer)
 - Printed manipulatives, such as stimulus and response cards

Note: Printed manipulatives may be shared across items within a given task and are to be reused across test administrations with each student. In the event the task calls for the student or the teacher to produce or develop a product, enough materials are provided for each individual test administration.

 - Physical manipulatives kit

Note: Physical manipulatives may be shared across tasks within a form and are to be reused across test administrations with each student. The physical manipulatives kit includes the physical manipulatives for all content areas and forms.

 - Two Precoded Bar Code Labels for each student: one for the student answer folder and one for the Test Administrator Security Affidavit
 - Linking Bar Code Labels (for students without precoded labels)
 - Test Administrator Security Affidavit (one per student)
 - Teacher Comment Forms
2. Verify that you have the correct test booklet(s) for the students you will assess. You may have students to assess at two or even three form levels (elementary, middle, and/or high school forms). You need only one copy of a booklet for each level and content area.
3. Verify that you have received the correct number of test booklets, packages of printed manipulatives, and answer folders, and that the security numbers for these materials match those printed on your School Security Checklist.
4. Read the test security requirements and review the test security law and regulations (appendix A).
5. Decide where and how you will store your materials in a secure, locked cabinet or closet.
6. Read the *TAM*. Thoroughly review the procedures for administering each task.
7. Read the assessment items.
 - Become familiar with the test items and setup requirements.

- Become familiar with the scoring directions and consider what adaptations would be appropriate.
 - Consider how the student will access and respond to the assessment materials.
 - Adapt the assessment materials, when necessary, according to the identified needs of the student. Provide the assistive technology the student needs to access the materials and respond to the assessment items.
 - Locate and, if necessary, adapt materials that you will use for the assessment. See appendix M for a list of materials for each form to be provided by the teacher.
8. Identify and train an assessment monitor.
 9. Complete a Student Placement Questionnaire (contained in the student answer folder) for each student in each content area to determine where you will start the assessment for each student.
 10. Plan the assessment activity to occur at the optimal performance time of the day for a given student.
 11. Rehearse administering each task before you administer it to a student. During the field test, South Carolina teachers reported that they felt more comfortable with the administration if they had rehearsed administering each task. Rehearsing a task means more than reading through it. Rehearsing includes saying the scripted administration directions out loud, laying out manipulatives, and reading the scaffolding and scoring directions out loud.
 12. Complete the assessment during multiple sessions as needed.
 - Items that were completed during earlier sessions must not be revisited or rescored.
 13. Conduct the administration at any time following the completion of test administrator training and during the assessment administration window of March 5 to April 20, 2007.

Administering the Assessment

1. Remember that an assessment monitor must observe all student assessment sessions to verify the use of proper assessment procedures and the authenticity of student responses for each completed assessment. See page 3 for information on training and using monitors.
2. Use the Test Administrator Security Affidavit (appendix E) to record the dates and time durations of the student's assessment sessions.
 - Record the date of each session.
 - Record the start and end time for each session.
 - Record the beginning and ending task and item administered in each session.
3. Complete the Student Placement Questionnaire according to the directions to determine which tasks to administer first.
4. Score as you go. Score each item as it is completed before transitioning to or setting up for the next item.

5. You may record scores on the optional student scoring worksheet as you administer the assessment.
 - Fill in the scoring section of the student answer folder at the completion of the assessment.
 - If you use the scoring worksheet, carefully transcribe the data you collected on the worksheet onto the student answer folder. The answer folder coding becomes the official score.
6. Observe the student for indications that a break is needed.
 - Stop the assessment at any time and resume at a later time.
 - If the student requires a break before completing all the items in a task, pick up where you left off.
 - Whenever you stop a task during administration, show the student the materials he or she had been working with and review the last item the student completed before the assessment was stopped. Do not rescore.
 - Do not readminister or rescore any previously administered items.
7. You may wish to provide comments about tasks and the test administration on the optional Teacher Comment Form.

Returning the Assessment Materials

After the assessment is complete, gather all assessment materials: the test booklets, the student answer folders, the Test Administrator Security Affidavits, printed manipulatives, and any products produced as part of the assessment.

- Affix bar code labels to student answer folders and Test Administrator Security Affidavits. A set of precoded bar code labels (see appendix H) will be sent for each student on the student roster. The bar codes link each student's materials to the student's name and location. **It is essential that the bar code labels be attached to each student's assessment material: the student answer folder and the Test Administrator Security Affidavit. You should have received precoded bar code labels for all or most of your students. If you did not receive precoded labels for students you assessed, you must use Linking Bar Code Labels for each of these students. See appendix I for instructions for affixing bar code labels and completing answer folder coding. All answer folder coding must be completed for students without Precoded Bar Code Labels.**
- Verify that the Test Administrator Security Affidavit is complete, with test administrator, assessment monitor, and principal signatures as well as the administration date and session time information. The assessment time information must also be coded on the student answer folder.
- If you are assessing more than one student in a school, group the materials by type: all test booklets, all Test Administrator Security Affidavits, and so on. Place them in the return carton in the order specified below, with the test booklets on the bottom of the carton and the School Security Checklist on top of the contents of the carton.

Order of materials in carton (refer also to appendix J).

Place materials in the carton in the following order:

- completed School Security Checklist (top)
- completed student answer folders

- unused student answer folders
 - completed Teacher Comment Forms
 - completed Test Administrator Security Affidavits
 - student rosters
 - student scoring worksheets
 - test booklets (bottom)
- Collect the printed manipulatives and place at the bottom of school box 1. You may keep the physical manipulatives for use at the school. Do not return them to the DTC-Alt.
 - Label the carton containing the School Security Checklist “Box 1.”
 - Do not seal the cartons because the DTC-Alt must verify the contents.
 - Deliver all materials to the DTC-Alt according to district procedures.

The steps for preparing SC-Alt materials for return are summarized in appendix K.

Assessment Design

Overview of Task and Item Format

A task is a set of four to eight related activities, called items. The responses to the items provide evidence of what students know and can do.

Key features of the tasks and their administration follow:

- Each task begins with an introductory statement that establishes the context for what the student will be doing. There is a clear progression within each task from one activity to the next.
- The teacher uses scripted directions to pose specifically worded questions and prompts to the student.
- The student responds by using the mode of communication that he or she uses during instruction. These response modes include but are not limited to an oral response, pointing, use of eye gaze, a response card, sign language, or an augmentative communication device.
- The test administrator will use various materials to administer a task or an item to help a student respond. Some of the materials are provided with each task, and some materials that are readily available at the school are provided by the test administrator.
- The materials may include:
 - poster, charts, tables, schedules, and signs that the test administrator reads aloud; and
 - manipulatives such as checkers, balls, and geometric shapes.
- Unless the task is presented entirely through the use of concrete objects, resources will also include a set of response cards for each item to facilitate a student’s response. Note: Some students may need response cards, but if a student responds verbally, it may not be necessary to use cards for all tasks.

- Each task addresses one or more of the assessment standards or measurement guidelines.
- The SC-Alt assesses selected standards or measurement guidelines. Individual students are assessed on a sample of standards and guidelines.

The cover page for each task includes the following information:

- the materials needed to administer the task, identified item by item, including specification of the materials that must be provided by the teacher and those that are provided with the assessment kit;
- access limitations and instructions on how to determine whether any items (or the task as a whole) are not accessible for a student who is blind or deaf, for example;
- the introductory statement that the test administrator should present to the student before beginning the first item; and
- the closure statement that the test administrator should present either at the completion of the task or when the task is discontinued for any reason.

Administration tip: If an item specifies an access limitation for a student with a specific access limitation, the item should not be administered to the student and AL should be coded on the answer folder. Only items marked AL may be skipped because of an access limitation.

Each SC-Alt item contains:

- the materials needed;
- the directions for setup, which may involve placing manipulatives or response cards, displaying a text, or following certain steps before beginning to administer that item;
- script of what the test administrator will say to the student; and
- directions for scoring.

Each SC-Alt item is presented as a scaffolded script.

The item begins with an opening statement in Say/Do format. For example:

Say: ***Here is a ____.***

Say: ***Look at/touch the ____.***

The opening statement is followed by a directive for the student to tell or show the teacher which one of several response options is correct. For example:

Say: ***Tell (show) me which is a solid.***

The teacher should select the appropriate verb (“tell me” **or** “show me”) for the student who is being assessed.

Administration tip: In the script, the test administrator (TA) says out loud each response option for the student. The teacher is also directed to indicate the response options by gesturing or pointing to the

corresponding response card or concrete object representing that option. The TA may reread all or any part of the script or story, as needed. The TA must not provide any cues to correct answers when rereading the script or story.

Scaffolded Scoring

Task administration and scoring are scaffolded. If the student does not respond correctly to the opening statement or first question, the teacher is directed to continue with the script for that item. The script differs depending on whether the student responded incorrectly or failed to respond.

The SC-Alt does not use a fixed scoring scale; instead, the maximum number of points that may be assigned varies from item to item. All scoring directions appear in boxes on the right side of the page.

The demands of the item are scaffolded downward until the teacher is presented with directions for assigning a score when the student does not respond correctly or fails to respond at the lowest scaffolded level.

Scoring tip: Do not change the order of the response cards specified in the administrator directions.

SC-Alt Template

- Graphic setups—Teachers will be able to look at the setup and know exactly where each material is to be placed. All materials, including physical manipulatives, printed manipulatives, and storybooks, will appear as graphic icons in the setup.
- The script will always appear on the left side of the page.
- The scoring and scaffolding (“TRY 1,” “TRY 2,” or “TRY 3”) directions will always appear on the right side of the page.
- After a test administrator reads the script, he or she should use the right side of the page to determine scoring and scaffolding:
 - 3-point items allow three tries.
 - 2-point items allow two tries.
 - 1-point item allows one try.
 - Engagement items are scored on a 4-point rubric.

Scoring Instructions



When the student gives the correct response, the teacher will record a score point and move to the next item.



When the student responds incorrectly, the teacher will remove that response option and repeat the shortened script at the top of each “Try” box. If the student responds incorrectly on a 1-point item, the teacher will be instructed to record a 0 and move to the next item. **“Incorrect” means a student has given a response to a particular item that is not the correct or appropriate response.**



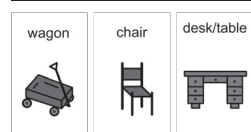
When the student fails to respond, the teacher will be told which option to remove. The teacher will repeat the shortened script at the top of each “Try” box. If the student fails to respond on a 1-point item, the teacher will be instructed to record NR and move to the next item. **“No response” means a student has not given any response to a particular item.**

Example of an Item Template

Science Task 1:

Motion of Objects: Item 5


Setup



Script

Say: **Tell (show) me which is easiest to move: the wagon** (indicate the wagon card), **the chair** (indicate the chair card), **or the desk (table)** (indicate the desk/table card)?

At the completion of the task say: **We're finished talking about how things move.**

TRY 1		
Correct	Record 2	Next Item
Incorrect	Remove Incorrect Student Response	TRY 2
NR	Remove 	TRY 2

TRY 2 <i>Tell (show) me which is easiest to move</i> (indicate each remaining option).		
Correct	Record 1	Next Item
Incorrect	Record 0	Next Item
NR	Record NR	Next Item

Scoring Rubrics

Although the vast majority of SC-Alt items appear in the format described above, some items are scored with holistic rubrics.

Engagement Rubric

A number of tasks within SC-Alt are designed for students who are at the awareness and presymbolic level of communication. These tasks typically begin with an item that provides evidence of the student's readiness to engage in the task and in entry-level activities addressing one or more standards. Although also presented with a scaffolded script, these items scaffold upward by cuing for increasingly extended focus and persistence, rather than scaffold downward. A teacher scores engagement items by making a judgment on the basis of the scoring rubric.

Scoring Rubric

Record 4 points:

Student demonstrates **sustained involvement** in the activity; for example, he or she may

- consistently attend to teacher's communication (verbal or signed) and actions;
- participate with intention in action involving the objects as modeled;
- imitate (or try to imitate) action involving the objects as objects;
- shift body movement/eye gaze appropriately as focal point of demonstration changes;
- make an appropriate vocalization (e.g., an associated sound) in response to objects; and/or
- demonstrate anticipation or prediction of next words and/or actions.

Record 3 points:

Student demonstrates **generally maintained involvement** in the activity; for example, he or she may

- generally attend (with infrequent lapses) to teacher's communication (verbal or signed) and actions;
- touch or point to object(s) as described;
- sustain gaze toward object(s) during manipulation by teacher;
- vocalize to show acknowledgment of object(s) during manipulation/exploration; and/or
- willingly permit (participate in) hand-over-hand exploration of object(s).

Record 2 points:

Student demonstrates **intermittent/irregular involvement** in the activity; for example, he or she may

- intermittently attend to teacher's communication (verbal or signed) and actions;
- move toward/reach for the object(s) presented;
- touch the object(s) presented; and/or
- look at the object(s) presented, shifting gaze at least sometimes as appropriate.

Record 1 point:

Student demonstrates **fleeting awareness** of, but little/no involvement in, the activity taking place; for example, he or she may

- only fleetingly attend to teacher's communication (verbal or signed) and actions;
- exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);
- open or move eyes toward teacher and/or object(s); and/or
- permit guided touch/grasp of object as initially presented.

Record NR:

Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.

Making SC-Alt Tasks Accessible

The SC-Alt is intended for students who have significant cognitive disabilities and are identified through the IEP process as requiring an alternate assessment. Because of the diversity in this population of students, educators will need to adapt the materials and provide alternative response options.

Assistive Technology

Assistive technology (AT) that is stated in the student's IEP and is used on an ongoing basis during instruction may be used to give the student access to the content of the assessment while providing options for responding to task requests on the assessment. However, providing an accommodation or access to assistive technology only during the assessment will not ensure that the student will be able to use it effectively. Prior to the assessment, a student needs opportunities to use the technology during daily instruction to ensure that he or she can use it appropriately and effectively. See appendix L for information on assistive technology.

Guidelines for Selecting Teacher Provided Materials

Materials that teachers are required to provide or that teachers substitute for pictures or other response options must be similar in size, shape, and color so that the constructs to be assessed are not confused. For example, if the teacher is to provide a cup, it should be the same size as the other materials and of a neutral color. One item should not be more interesting or engaging than another.

Teacher provided materials must be age and grade appropriate.

Teachers may substitute picture symbols that are familiar to the student as long as the substituted symbol does not change the construct being tested. For example, if the concept is related to content vocabulary, such as "subtract," then it would not be appropriate to substitute a term such as "take away." The **yes/no response** card that a student is most familiar with may be substituted for the yes/no cards included with the task.

Teachers may adapt picture symbols and other response options by adding Braille words, letters, or numbers to them or by substituting objects for pictures and picture symbols as long as the substitution does not change the construct being assessed.

It is appropriate to use toys or other objects to represent something only if the student understands symbol use. When using toy objects to represent a picture or real object, be sure to clarify that it is a toy or "pretend" item.

Guidelines for Test Administration

Test administrators may not revise scripts or skip an item that is not coded as access limited.

Test administrators may serve as scribe if a task calls for writing. Alternatively, the student may use a name stamp, sentence strips, or other means to develop a written document.

Contact Information

Assessment Materials

Requests for additional materials and questions regarding materials, shipments, and return procedures should be directed to the DTC-Alt.

Administration Procedures

For questions regarding the administration of the performance tasks or adapting materials, contact:

American Institutes for Research
Lynnett Wright
Alternate Assessment Coordinator
lwright@air.org
866-532-8686 (toll-free voice)
866-236-4285 (toll-free fax)

South Carolina Department of Education, Office of Assessment
Douglas Alexander
dgalexan@ed.sc.gov
803-734-3923

Suzanne Swaffield
sswaffie@ed.sc.gov
803-734-8274

South Carolina Department of Education Web Address
<http://www.ed.sc.gov>

Appendices

Test Security Regulations

LEGAL REQUIREMENTS FOR TEST SECURITY

S.C. Code Ann. § 59-30-10 (i) (1990) requires the State Board of Education, through the State Department of Education, to provide for the security and integrity of the tests that are administered under the assessment program.

S.C. Code Ann. § 59-1-445 (Supp. 2002) addresses violations of mandatory test security, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
 - a. Give examinees access to test questions prior to testing;
 - b. Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
 - c. Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - d. Make answer keys available to examinees;
 - e. Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
 - f. Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the State Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the State Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

STATE BOARD REGULATIONS

S.C. Code Ann. § 59-1-447 (1990) requires the State Board of Education to establish detailed mandatory test security procedure by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 24 S.C. Code Ann. Regs. 43-100 (Supp. 2003), are reprinted below:

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
 - A. The statewide tests; as defined in the State Board of Education Regulation 43-262 including field tests and pilot tests;
 - B. Examinations for admission to teacher education program and teacher certification examinations;
 - C. Examinations for admission to programs such as the gifted and talented program;
 - D. The High School Equivalency Program test (GED).
- II. As used in this regulation, “local school board” means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district owned materials that are the same as those used in any State operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the State Department of Education (SDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. State owned test materials and district owned materials that are the same as those utilized in any State mandated testing program must not be used for census testing in the grades included in the State mandated program(s) except on testing dates specified by the State Department of Education.
- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SDE.
- VII. A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;

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- B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).
- IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
- A. Failing to administer tests on the test dates specified by the SDE.
 - B. Failing to maintain an appropriate testing environment, free from undue distractions.
 - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test taking activities.
 - D. Providing examinees with access to test questions or specific test content prior to testing.
 - E. Providing examinees with access to answer keys prior to or during testing.
 - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question or specific test content.
 - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secured test.
 - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
 - I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during or after testing.
 - J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
 - K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.

Appendix A

- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization, modifications) than appropriate.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.
- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department [of] Education at the discretion of the State Board of Education.
- XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credential of an educator may be suspended or revoked based on evidence of violation of test security provisions.

SOUTH CAROLINA STATEWIDE ASSESSMENT PROGRAM GUIDELINES FOR REPORTING TEST SECURITY VIOLATIONS

SC-Alt falls under the state test security regulations. The following guidelines apply to alternate assessments as well as to all other state assessments.

The South Carolina Law Enforcement Division (SLED) will be notified of all suspected test security violations as defined in S.C. Code Ann. Section 59-1-445 (2004) or 24 S.C. Code Ann. Regs. 100 (Supp. 2003). SLED will investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations or at the request of a school district or the State Department of Education (SDE).

The SDE will review and maintain a record of all potential test security violations in the state, including those reported by test contractors. After review, the SDE will forward all reports to SLED for investigation, information, or confirmation (when the case has been reported to SLED by the school district). As appropriate, the district will be notified by the SDE when the report is forwarded to SLED. Reports may serve as a basis for initiating invalidation of test scores or for other action by the State Board of Education. The SDE will notify the district when the SDE receives a final report from SLED.

The following procedures should be followed to maximize consistency in reporting alternate assessment test security violations to the SDE:

1. If a test security violation is observed within a school, the individual(s) observing the incident must notify the district test coordinator for alternate assessment (DTC-Alt) as soon as possible. The DTC-Alt must notify the district test coordinator (DTC) immediately regarding the allegation. Allegations may be reported by the following persons to include, but not be limited to, parents, teaching assistants, monitors, other teachers, and school-level instructional leaders.
2. The DTC-Alt is responsible for conducting a comprehensive investigation and compiling written statements from all parties with knowledge of the allegation. The DTC-Alt must write a summary describing the incident and discussing the findings and action(s) taken, as pertinent.
3. The DTC-Alt will forward his or her report accompanied by the required documentation to the SDE. Written documentation of allegations is to include the following items, as appropriate and available:
 - a. name of testing program (e.g., SC-Alt)
 - b. name of the person reporting the alleged violation
 - c. date(s) of the alleged test security violation
 - d. district name
 - e. school name
 - f. first, middle, and last name of person who allegedly committed the violation
 - g. teacher certification number, if applicable
 - h. test subject area(s)

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- i. grade level of the test(s)
 - j. student(s) affected by the violation, giving the first, middle, and last name, if applicable (If the allegation involves a class of students, all are to be listed.)
 - k. student ID numbers (If it is a class of students, all are to be listed.)
 - l. gender of each student
 - m. ethnicity of each student
4. If the DTC-Alt determines that an investigation by SLED is warranted, the DTC-Alt will refer the case to SLED. The report to the SDE must state clearly whether or not the allegation has been referred to SLED.
 5. To protect the confidentiality of the parties involved, all documents must be mailed to the Director of Assessment, 607 Rutledge Building, 1429 Senate Street, Columbia, SC 29201. Documents may also be faxed as long as a staff member in the Office of Assessment is notified immediately prior to sending.

A school or district may establish internal reporting procedures to supplement these guidelines.

Appendix B

Age Reference Sheet for 2006–07 Alternate Assessment Spring 2007 Operational Administration

Identifying Students to be Assessed During 2006–07 and Required
Precode Project Coding (Alternate Assessment Eligibility Field)

Age as of 9/1/06	Corresponding Birth Date Range		Test Required 2006-07	Precode AA Eligibility Code
	Beginning DOB	Ending DOB		
3	9/02/02	9/01/03	none	
4	9/02/01	9/01/02	none	
5	9/02/00	9/01/01	SCRA-Alt	3
6	9/02/99	9/01/00	SCRA-Alt	3
7	9/02/98	9/01/99	none	4
8	9/02/97	9/01/98	SC-Alt Ele	1
9	9/02/96	9/01/97	SC-Alt Ele	1
10	9/02/95	9/01/96	SC-Alt Ele	1
11	9/02/94	9/01/95	SC-Alt Mid	1
12	9/02/93	9/01/94	SC-Alt Mid	1
13	9/02/92	9/01/93	SC-Alt Mid	1
14	9/02/91	9/01/92	none	4
15	9/02/90	9/01/91	SC-Alt HS	2
16	9/02/89	9/01/90	none	4
17	9/02/88	9/01/89	none	4
18	9/02/87	9/01/88	none	4
19	9/02/86	9/01/87	none	4
20	9/02/85	9/01/86	none	4
21	9/02/84	9/01/85	none	4

Implement Precode Project Coding for all Alternate Assessment Students in the AA Field

AA: Alternate Assessment Eligibility
Eligibility for all alternate assessments (SCRA-Alt, SC-Alt) will be coded **ONLY** in this field. SC-Alt has replaced PACT-Alt and HSAP-Alt; however, you will still see PACT-Alt and HSAP-Alt in the drop down menu.

Code	SASI Dropdown List Description	Full Description
0	criteria not met	The student does not meet criteria for alternate assessment.
1	PACT-Alt (SC-Alt Ele/Mid)	The student requires alternate assessment and meets the age eligibility requirement for assessment with SC-Alt Ele/Mid this current school year (8-13 years old on September 1, 2006).
2	HSAP-Alt (SC-Alt HS)	The student requires alternate assessment and meets the age eligibility requirement for assessment with SC-Alt HS this current school year (15 years old on September 1, 2006).
3	SCRA-Alt	The student requires alternate assessment and meets the age eligibility requirement for SCRA-Alt this current school year (5 years old for kindergarten or 6 years old for first grade on September 1, 2006).
4	AltAssess NotAgeElig	The student requires alternate assessment, but does not meet the age eligibility requirements to be assessed with SCRA-Alt or SC-Alt this current school year (i.e., the student was age 7, 14, 16, or older than 16 on September 1, 2006).

Appendix C

SOUTH CAROLINA ALTERNATE ASSESSMENT SCHOOL PACKING LIST

BEDS Code: 1402123
District Name: CLARENDON 2
School Name: MANNING ELEMENTARY

MI USE ONLY
DistId: 19

<u>MI - WH</u>	<u>Shipped</u>	<u>Quantity</u>	<u>Check in</u>
_____	Test Administration Manual	1	_____
_____	Agreement to Maintain Test Security and Confidentiality	2	_____
_____	Student Roster(s)	2	_____
_____	Answer Folder(s)	12	_____
_____	Secure Identifier Range: 10662 - 10673		
_____	Linking Bar Code Labels	6	_____
_____	Precode Bar Code Labels	12	_____
_____	Teacher Comment Form(s)	8	_____
_____	Scoring Worksheets	48	_____
_____	Student Placement Questionnaire Directions	2	_____
_____	Test Administrator Security Affidavit	12	_____
_____	Physical Manipulatives Kit	2	_____
_____	Elementary School ELA Test Booklet(s)	2	_____
_____	Secure Identifier Range: BEEL0000000002 - BEEL0000000003		
_____	Elementary School Math Test Booklet(s)	2	_____
_____	Secure Identifier Range: BEMA0000000002 - BEMA0000000003		
_____	Elementary School Science Test Booklet(s)	2	_____
_____	Secure Identifier Range: BESC0000000002 - BESC0000000003		
_____	Elementary School Social Studies Test Booklet(s)	2	_____
_____	Secure Identifier Range: BES0000000002 - BES0000000003		
_____	Elementary School ELA Printed Manipulatives	2	_____
_____	Secure Identifier Range: PEEL0000000002 - PEEL0000000003		
_____	Elementary School Math Printed Manipulatives	2	_____
_____	Secure Identifier Range: PEMA0000000002 - PEMA0000000003		
_____	Elementary School Science Printed Manipulatives	2	_____
_____	Secure Identifier Range: PES0000000002 - PES0000000003		
_____	Elementary School Social Studies Printed Manipulatives	2	_____
_____	Secure Identifier Range: PES0000000002 - PES0000000003		

Date

Teacher/STC Signature

Date

MI-WH

Appendix C

SOUTH CAROLINA ALTERNATE ASSESSMENT SCHOOL SECURITY CHECKLIST

BEDS Code: 1402123
District Name: CLARENDON 2
School Name: MANNING ELEMENTARY
Teacher: JANE DOE

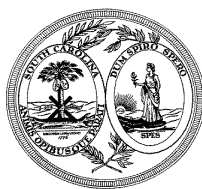
MI USE ONLY
DistId: 19

<u>MI - WH</u>	<u>Shipped</u>	<u>Quantity</u>	<u>Check in</u>	<u>Packaged For Return</u>
_____	Test Administration Manual	1	_____	_____
_____	Agreement to Maintain Test Security and Confidentiality	1	_____	_____
_____	Student Roster(s)	1	_____	_____
_____	Answer Folder(s)	6	_____	_____
_____	Secure Identifier Range: 10662 - 10667			
_____	Linking Bar Code Labels	3	_____	_____
_____	Precode Bar Code Labels	2	_____	_____
_____	Teacher Comment Form(s)	4	_____	_____
_____	Scoring Worksheets	24	_____	_____
_____	Student Placement Questionnaire Directions	1	_____	_____
_____	Test Administrator Security Affidavit	6	_____	_____
_____	Physical Manipulatives Kit	1	_____	_____
_____	Elementary School ELA Test Booklet(s)	1	_____	_____
_____	Secure Identifier: BEEL0000000002			
_____	Elementary School Math Test Booklet(s)	1	_____	_____
_____	Secure Identifier: BEMA0000000002			
_____	Elementary School Science Test Booklet(s)	1	_____	_____
_____	Secure Identifier: BESC0000000002			
_____	Elementary School Social Studies Test Booklet(s)	1	_____	_____
_____	Secure Identifier: BES0000000002			
_____	Elementary School ELA Printed Manipulatives	1	_____	_____
_____	Secure Identifier: PEEL0000000002			
_____	Elementary School Math Printed Manipulatives	1	_____	_____
_____	Secure Identifier: PEMA0000000002			
_____	Elementary School Science Printed Manipulatives	1	_____	_____
_____	Secure Identifier: PES0000000002			
_____	Elementary School Social Studies Printed Manipulatives	1	_____	_____
_____	Secure Identifier: PES0000000002			

_____	_____	_____
Date	Date	Date
_____	_____	_____
DTC-Alt Signature	Teacher Signature	MI-WH

After review of all materials, notify the District Test Coordinator for Alternate Assessment (DTC-Alt) if any secure materials are damaged, missing, or if you need additional materials. When secure materials are missing, mark all missing materials on the School Security Checklist and inform the DTC-Alt. The DTC-Alt will notify the contractor via fax.

Appendix D



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Assessment Agreement to Maintain Test Security and Confidentiality

For Test Administrators (TAs), Monitors, or Other Appropriate Personnel

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of those individuals who serve as test coordinators, test administrators, and monitors; those who handle test materials; and/or those who use the results to follow test security laws, regulations, and procedures.

District and School Test Coordinators must provide appropriate training to help all personnel involved in testing have a common understanding of test security and appropriate testing practices. All individuals who assist in the distribution and packing of tests materials and who administer or monitor the testing must be familiar with test security laws, regulations, and procedures, as well as with their responsibilities for each test.

The test administration manual (TAM) for each test provides detailed test security information and administration guidelines. Test administrators, monitors and other appropriate personnel are expected to read and follow the instructions provided in these manuals. The TAM and other appropriate instructions must be distributed to these personnel at least one week prior to the testing window. DTCs and/or STCs must review test security policies and procedures with them and must encourage them to read all appropriate materials.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide testing program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Achievement Challenge Tests (PACT), or South Carolina Alternate Assessment (SC-ALT).

I acknowledge that I have read the following sections of the TAM: test security laws and regulations, the test administrator and monitor sections, the Administration Directions, and other appropriate information given to me about test security and/or my responsibilities regarding the test(s). I acknowledge that I have received appropriate training for test administration or monitoring the tests and/or handling test materials.

I understand the tests are secure, confidential, and proprietary documents owned by the Department of Education. I hereby agree that I will not read or review test items within the test booklets unless instructed to do so by the directions within the Test Administration Manual. I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone. I will not keep, copy, reproduce, or use in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content. I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test, secure administration manual, oral administration script, or any other secure test materials. I will return all test materials to the School Test Coordinator or the District Test Coordinator. I will follow all of the state laws and regulations regarding testing ethics and test security.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Print Name

District and School

Date

Appendix E

SC-Alt Test Administrator Security Affidavit



**South Carolina
Alternate
Assessment
(SC-Alt)**

Test Administrator Security Affidavit

Student Name: _____

School: _____

District: _____

Place Student Label Here

Directions: Use this form to record the date and time of each session required to complete the administration of the SC-Alt. Record the beginning time and the ending time and the beginning item and ending item for each session. Calculate the total time duration required for each session and code the information in the Session Time sections of the score scan sheet. Complete the affidavit portion at the bottom. All three signatures are required.

Date(s) of ELA Administration

Date	Begin Time	End Time	Beginning Task and Item #	Ending Task and Item #

The above student was assessed on the stated dates with adherence to the administration procedures provided in the Administration Manual. The test security requirements for this assessment were followed and the scores from the assessment represent the authentic responses of the student.

Test Administrator	_____	_____	_____
	Printed Name	Signature	Date
Assessment Monitor	_____	_____	_____
	Printed Name	Signature	Date

Date(s) of Mathematics Administration

Date	Begin Time	End Time	Beginning Task and Item #	Ending Task and Item #

The above student was assessed on the stated dates with adherence to the administration procedures provided in the Administration Manual. The test security requirements for this assessment were followed and the scores from the assessment represent the authentic responses of the student.

Test Administrator	_____	_____	_____
	Printed Name	Signature	Date
Assessment Monitor	_____	_____	_____
	Printed Name	Signature	Date

Appendix E

Date(s) of Science Administration

Date	Begin Time	End Time	Beginning Task and Item #	Ending Task and Item #

The above student was assessed on the stated dates with adherence to the administration procedures provided in the Administration Manual. The test security requirements for this assessment were followed and the scores from the assessment represent the authentic responses of the student.

Test Administrator _____
 Printed Name Signature Date

Assessment Monitor _____
 Printed Name Signature Date

Date(s) of Social Studies Administration

Date	Begin Time	End Time	Beginning Task and Item #	Ending Task and Item #

The above student was assessed on the stated dates with adherence to the administration procedures provided in the Administration Manual. The test security requirements for this assessment were followed and the scores from the assessment represent the authentic responses of the student.

Test Administrator _____
 Printed Name Signature Date

Assessment Monitor _____
 Printed Name Signature Date

Principal Validation

The above student was assessed on the stated dates with adherence to the administration procedures provided in the Administration Manual. The test security requirements for this assessment were followed and the scores from the assessment represent the authentic responses of the student.

Principal _____
 Printed Name Signature Date



SAF01233500001

Appendix F

SC-Alt Testing Irregularity Form

District Name: _____

School Name: _____

Please document any disruption that occurred during testing if it could affect a student's test scores. Provide a description of the event (including the subject area, form, and task number) and the actions that were taken in response to it.

[illegible]

Name of person completing form: _____

(Please print)

Position of person completing form:

Upon completion, return this form to the DTC-Alt with all other test materials.

Appendix G

SC-Alt Scoring Worksheet

Content Area/Form _____ Teacher Name (Print) _____

Student _____ Teacher Signature _____

Date _____

Record the student's responses below.

Carefully and accurately transfer the student's responses from this scoring worksheet to the student answer folder. Return this worksheet, whether used or unused, with your materials.

Task #1	Task #2	Task #3
Task Name	Task Name	Task Name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6
Item 7	Item 7	Item 7
Item 8	Item 8	Item 8

Task #4	Task #5	Task #6
Task Name	Task Name	Task Name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6
Item 7	Item 7	Item 7
Item 8	Item 8	Item 8

Task #7	Task #8	Task #9
Task Name	Task Name	Task Name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6
Item 7	Item 7	Item 7
Item 8	Item 8	Item 8

Appendix G

Task #10	Task #11	Task #12
Task Name	Task Name	Task Name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6
Item 7	Item 7	Item 7
Item 8	Item 8	Item 8

Task #13	Task #14	Task #15
Task Name	Task Name	Task Name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6
Item 7	Item 7	Item 7
Item 8	Item 8	Item 8

Task #16	Task #17	Task #18
Task Name	Task Name	Task Name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6
Item 7	Item 7	Item 7
Item 8	Item 8	Item 8

Task #19	Task	Task
Task Name	Task Name	Task Name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6
Item 7	Item 7	Item 7
Item 8	Item 8	Item 8

Appendix H

Sample Precoded Bar Code Labels

Bar code labels should be removed from **left to right**.



Student Name: STUDENT ONE
Student ID: 111111111111
Date of Birth: 020392
District: CLARENDON 2
School: MANNING ELEMENTARY
Form: MIDDLE SCHOOL



Student Name: STUDENT ONE
Student ID: 111111111111
Date of Birth: 020392
District: CLARENDON 2
School: MANNING ELEMENTARY
Form: MIDDLE SCHOOL

<<<

END

>>>



Student Name: STUDENT TWO
Student ID: 222222222222
Date of Birth: 012493
District: CLARENDON 2
School: MANNING ELEMENTARY
Form: MIDDLE SCHOOL



Student Name: STUDENT TWO
Student ID: 222222222222
Date of Birth: 012493
District: CLARENDON 2
School: MANNING ELEMENTARY
Form: MIDDLE SCHOOL

<<<

END

>>>



Student Name: STUDENT THREE
Student ID: 333333333333
Date of Birth: 081192
District: CLARENDON 2
School: MANNING ELEMENTARY
Form: MIDDLE SCHOOL



Student Name: STUDENT THREE
Student ID: 333333333333
Date of Birth: 081192
District: CLARENDON 2
School: MANNING ELEMENTARY
Form: MIDDLE SCHOOL

<<<

END

>>>

Appendix H

Sample Linking Bar Code Labels

Bar code labels should be removed from **left to right**.



LINKING BAR CODE LABEL

STUDENT 0001

Student Name: _____ Student Name: _____

<<<

END

>>>



LINKING BAR CODE LABEL

STUDENT 0002

Student Name: _____ Student Name: _____

<<<

END

>>>



LINKING BAR CODE LABEL

STUDENT 0003

Student Name: _____ Student Name: _____

<<<

END

>>>

Completing the Student Answer Folder for the SC-Alt

Precoding is a process in which the district submits student demographic data electronically, which reduces the amount of hand coding by teachers. You should have received Precoded Bar Code Labels containing the student's name and other identifying information. This label can be used for the test even if the student is now enrolled at a different school. A sample answer document is provided on page I-5 of this appendix.

For Students with Precoded Bar Code Labels:

- Place the student bar code label in the proper space on the front page of the student answer folder.
- Review the school name on the bar code label. The school name on the label is the school at which the student was enrolled in January 2007. If the school on the label is not the student's current school, code the BEDS code of the current school in the BEDS section on the front page of the answer folder.
- Code the following sections on the front of the student answer folder: **medical homebound** and **home schooled, if applicable**.
- Code the **teacher name** (test administrator) section of the student answer folder. **The teacher name field must be completed, even if you received a precoded bar code label.**

For Students without Precoded Bar Code Labels:

- Use Linking Bar Code Labels for each student.
- Place one Linking Bar Code Label on the front of the answer folder in the designated space.
- Place the second Linking Bar Code Label on the student's Test Administrator Security Affidavit.
- Code **all** fields on the **front page** of the student answer folder.
- Verify the accuracy of all coding from information in the SASI database.
- Code the teacher name (test administrator) section.

For All Students:

- Carefully transfer the item scores for each task from the scoring worksheet to the score pages in the student answer folder.
- Complete the Session Information fields for all content areas and the Teacher Name field.

Demographic Field Coding—Front Page

Use a number 2 pencil for all coding in the student answer folder.

Code these fields as applicable for all students:

- **Student's name**, Last, First, and Middle Initial (MI)—**Use the student's legal name.** DO NOT use nicknames or middle names for first names (not needed for students with precoded label).
- **Medical homebound** — Code "yes" if the student was served in a medical homebound program.

Appendix I

- **Home schooled** — Code “yes” if the student was home schooled.
- **Teacher name** — Code the test administrator’s name in this field. The teacher name field must be coded for all students.

For students without Precoded Bar Code Labels, you must complete all of the following fields:

- **Student ID number (a 12-digit SASI-assigned number)**
- **State ID (formerly known as SUNS for Testing)** — The State ID number is a unique ten-digit number for each student assigned by the SDE Office of Technology. It should appear in the SASI Alt-ID 1 field.
- **Birth date**
- **School BEDS Code** — (the student’s current school)
- **EFA GR** — (the grade level that the student is identified in for SASI)
- **Gender**
- **IEP**

Complete all classifications that apply (i.e., those indicated by the student’s IEP).

AU = Autistic

DB = Deaf-Blindness

ED = Emotionally Disabled

EM = Educable Mentally Disabled

H = Hearing Impaired

LD = Learning Disability

M = Multiple-Disabled

OHI = Other Health Impaired

OI = Orthopedically Impaired

PM = Profoundly Mentally Disabled

SP = Speech or Language Impaired

TB = Traumatic Brain Injury

TM = Trainable Mentally Disabled

V = Visually Impaired

- **Ethnicity**
- **ESL**

1 — Pre-functional

The student scored “Pre-functional” on the ELP and is receiving direct ESOL services. (The student is classified as ESL 1 in SASI.)

Appendix I

2 — Beginner

The student scored “Beginner” on the ELP and is receiving direct ESOL services. (The student is classified as ESL 2 in SASI.)

3 — Intermediate

The student scored “Intermediate” on the ELP and is receiving direct ESOL services. (The student is classified as ESL 3 in SASI.)

4 — Advanced

The student scored “Advanced” on the ELP and is receiving direct ESOL services. (The student is classified as ESL 4 in SASI.)

5 — Full English Proficient

The student scored “Proficient” at least once on the ELP and is receiving some ESOL services from the ESOL or mainstream teacher. The student may still receive accommodations. (The student is classified as ESL 5 in SASI.)

7 — Title III Exited

The student scored “Proficient” three years consecutively on the ELP and is then monitored for two years. The student may still receive accommodations as needed. (The student is classified as ESL 7 in SASI.)

8 — English Speaker I

The student is a former ESOL student who scored “Proficient” on PACT ELA and mathematics or who passed HSAP ELA and mathematics. (The student is classified as ESL 8 in SASI.)

9 — English Speaker II

The student is an English speaker and was never coded as an ESOL student. (The student is classified as ESL 9 in SASI.)

A — Pre-functional Waiver

The student scored “Pre-functional” on the ELP and is not receiving direct ESOL services based on parent refusal. The student is served by mainstream teachers only. (The student is classified as ESL A in SASI.)

B — Beginner Waiver

The student scored “Beginner” on the ELP and is not receiving direct ESOL services based on parent refusal. The student is served by mainstream teachers only. (The student is classified as ESL B in SASI.)

C — Intermediate Waiver

The student scored “Intermediate” on the ELP and is not receiving direct ESOL services based on parent refusal. The student is served by mainstream teachers only. (The student is classified as ESL C in SASI.)

D — Advanced Waiver

The student scored “Advanced” on the ELP and is not receiving direct ESOL services based on parent refusal. The student is served by mainstream teachers only. (The student is classified as ESL D in SASI.)

Appendix I

- **L (Lunch Status)**
 - No = The student is not eligible for free or reduced-price lunch status.
 - Free = The student is eligible for free lunch status.
 - Reduced = The student is eligible for reduced-price lunch status.
- **Migrant — An SEA-reviewed and approved Certificate of Eligibility (COE) is required to determine eligibility for migrant status while resident and enrolled in a school district. Migrant status is based on the following definition:** A migratory student is a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse in order to obtain temporary or seasonal employment in the agricultural or fishing work;
 - has moved from one school district to another; or
 - in a State that is comprised of a single school district, has moved from one administrative area to another within such a district; or
 - resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to temporary residence to engage in a fishing activity.

Agricultural activity is:

- any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or personal subsistence;
 - any activity directly related to the cultivation or harvesting of trees; or
 - any activity directly related to fish farms.
- **SC-Alt Form**
 - Elementary School = The student was assessed with the Elementary School Form (the student's age was 8–10 years old on September 1, 2006).
 - Middle School = The student was assessed with the Middle School Form (the student's age was 11–13 years old on September 1, 2006).
 - High School = The student was assessed with the High School Form (the student's age was 15 on September 1, 2006).
 - **Teacher Name Field**
 - **Teacher last name, teacher first name, MI** — The teacher name is the name of the test administrator.

Appendix I

TEACHER LAST NAME										TEACHER FIRST NAME										M
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

Appendix I

ELA – Elementary School Form									
01 Greeting Card		02 Favorite Things		03 Important Signs		04 Pet Poem		05 Descriptive Essay	
Item	Score	Item	Score	Item	Score	Item	Score	Item	Score
1	4 3 2 1 NR	1	4 3 2 1 NR	1	4 3 2 1 NR	1	4 3 2 1 NR	1	1 0 NR
2	1 0 NR	2	2 1 0 NR	2	1 0 NR	2	4 3 2 1 0 NR	2	1 0 NR
3	1 0 NR	3	1 0 NR	3	2 1 0 NR	3	2 1 0 NR	3	1 0 NR
4	2 1 0 NR	4	1 0 NR	4	2 1 0 NR	4	2 1 0 NR	4	1 0 NR
5	1 0 NR	5	1 0 NR	5	2 1 0 NR	5	2 1 0 NR	5	1 0 NR
6	2 1 0 NR	6	1 0 NR	6	2 1 0 NR	6	2 1 0 NR	6	1 0 NR
		7	2 1 0 NR	7	2 1 0 NR	7	1 0 NR		
				8	1 0 NR	8	1 0 NR		
06 Mom and Luke Go Shopping		07 Compound Words		08 Contractions		09 Pete is Tired		10 Making Cinnamon Toast	
Item	Score	Item	Score	Item	Score	Item	Score	Item	Score
1	2 1 0 NR	1	2 1 0 NR	1	1 0 NR	1	2 1 0 NR	1	2 1 0 NR
2	2 1 0 NR	2	2 1 0 NR	2	1 0 NR	2	2 1 0 NR	2	2 1 0 NR
3	2 1 0 NR	3	2 1 0 NR	3	1 0 NR	3	2 1 0 NR	3	2 1 0 NR
4	1 0 NR	4	2 1 0 NR	4	1 0 NR	4	2 1 0 NR	4	2 1 0 NR
5	2 1 0 NR	5	2 1 0 NR			5	2 1 0 NR	5	2 1 0 NR
								6	2 1 0 NR
11 Haircut Advertisement		12 The Lost Necklace							
Item	Score	Item	Score	Item	Score	Item	Score	Item	Score
1	2 1 0 NR	1	2 1 0 NR	1		1		1	
2	2 1 0 NR	2	2 1 0 NR	2		2		2	
3	2 1 0 NR	3	2 1 0 NR	3		3		3	
4	2 1 0 NR	4	2 1 0 NR	4		4		4	
5	2 1 0 NR	5	1 0 NR	5		5		5	
		6	2 1 0 NR	6		6		6	

ELA – Middle School Form									
01 Favorite Things		02 Every Sunday Afternoon		03 Animals in the Yard		04 Descriptive Essay		05 Mom and Luke Go Shopping	
Item	Score	Item	Score	Item	Score	Item	Score	Item	Score
1	4 3 2 1 NR	1	4 3 2 1 NR	1	4 3 2 1 NR	1	1 0 NR	1	2 1 NR
2	2 1 0 NR	2	1 0 NR	2	2 1 0 NR	2	1 0 NR	2	2 1 0 NR
3	1 0 NR	3	1 0 NR	3	2 1 0 NR	3	1 0 NR	3	2 1 0 NR
4	1 0 NR	4	1 0 NR	4	2 1 0 NR	4	1 0 NR	4	1 0 NR
5	1 0 NR	5	2 1 0 NR	5	2 1 0 NR	5	1 0 NR	5	2 1 0 NR
6	1 0 NR	6	1 0 NR	6	2 1 0 NR	6	1 0 NR		
7	2 1 0 NR	7	2 1 0 NR						
06 Letters and Words		07 Word Meanings		08 Making Cinnamon Toast		09 Haircut Advertisement		10 School Signs	
Item	Score	Item	Score	Item	Score	Item	Score	Item	Score
1	3 2 1 0 NR	1	2 1 0 NR	1	2 1 0 NR	1	2 1 0 NR	1	2 1 0 NR
2	3 2 1 0 NR	2	2 1 0 NR	2	2 1 0 NR	2	2 1 0 NR	2	2 1 0 NR
3	3 2 1 0 NR	3	2 1 0 NR	3	2 1 0 NR	3	2 1 0 NR	3	2 1 0 NR
4	3 2 1 0 NR	4	2 1 0 NR	4	2 1 0 NR	4	2 1 0 NR	4	2 1 0 NR
5	3 2 1 0 NR	5	2 1 0 NR	5	2 1 0 NR	5	2 1 0 NR		
6	3 2 1 0 NR			6	2 1 0 NR				
11 School Shopping List		12 Today's Weather							
Item	Score	Item	Score	Item	Score	Item	Score	Item	Score
1	3 2 1 0 NR	1	2 1 0 NR	1		1		1	
2	3 2 1 0 NR	2	2 1 0 NR	2		2		2	
3	2 1 0 NR	3	2 1 0 NR	3		3		3	
4	2 1 0 NR	4	2 1 0 NR	4		4		4	
		5	2 1 0 NR	5		5		5	
				6		6		6	

Appendix I

ELA – High School Form																	
01 Every Sunday Afternoon			02 Manatees			03 Getting Ready for Bed			04 Word Meanings			05 School Signs					
Item	Score		Item	Score		Item	Score		Item	Score		Item	Score				
1	④	③②①	NR	1	④③②①	NR	1	④③②①	NR	1	②①①①	NR	1	②①①①	NR		
2		①①①	NR	2	④③②①	NR	2		①①①	NR	2	②①①①	NR	2	②①①①	NR	
3		①①①	NR	3		②①①①	NR	3		②①①①	NR	3	②①①①	NR	3	②①①①	NR
4		②①①①	NR	4		②①①①	NR	4		②①①①	NR	4	②①①①	NR	4	②①①①	NR
5		②①①①	NR	5		①①①	NR	5		②①①①	NR						
6		①①①	NR	6		①①①	NR	6		②①①①	NR						
7		②①①①	NR					7		②①①①	NR						
06 Sale Ads			07 Two Stories			08 School Shopping List			09 Today's Weather			10 Writing Schedule					
Item	Score		Item	Score		Item	Score		Item	Score		Item	Score				
1		②①①①	NR	1		②①①①	NR	1		③②①①①	NR	1		③②①①①	NR		
2		②①①①	NR	2		②①①①	NR	2		③②①①①	NR	2		②①①①	NR		
3		②①①①	NR	3		①①①	NR	3		②①①①	NR	3		②①①①	NR		
4		②①①①	NR	4		②①①①	NR	4		②①①①	NR	4		③②①①①	NR		
5		②①①①	NR	5		②①①①	NR					5		③②①①①	NR		
				6		②①①①	NR										
				7		②①①①	NR										
				8		②①①①	NR										
11 Movie Schedule			12 George Washington Carver														
Item	Score		Item	Score		Item	Score		Item	Score		Item	Score				
1		②①①①	NR	1		②①①①	NR	AL	1			1					
2	③	②①①①	NR	2		②①①①	NR	AL	2			2					
3		②①①①	NR	3		②①①①	NR	AL	3			3					
4		②①①①	NR	4		②①①①	NR	AL	4			4					
5		②①①①	NR	5		②①①①	NR	AL	5			5					
				6		②①①①	NR		6			6					

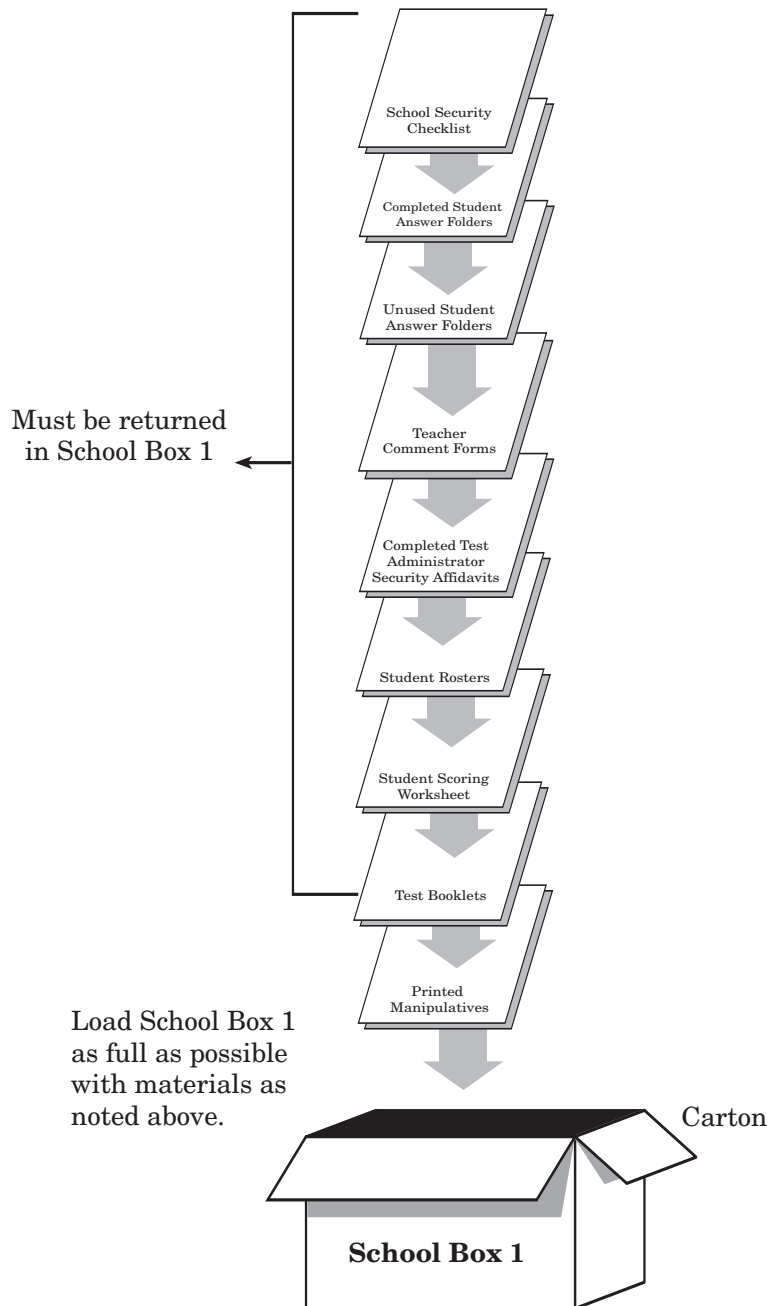
ELA[illegible]

☒ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Appendix J

SC-Alt Packaging for Return to Measurement Incorporated Scoring Site

Test administrator/school packs student test materials and manipulatives for return to the DTC-Alt. DTC-Alt verifies materials, seals cartons, and ships materials to scoring site. Materials should be returned in their original cartons.



SC-Alt Teacher Return Instructions

All materials must be returned to the DTC-Alt by April 24, 2007. When the test administration has been completed, please follow these steps to prepare materials for return to the DTC-Alt.

- After the assessment is complete, gather all assessment materials to be returned to the DTC-Alt: the test booklets, the student answer folder, the Test Administrator Security Affidavit, printed manipulatives, and any products produced as part of the assessment. You may dispose of all physical manipulatives or keep them for use at the school. Do not return them to the DTC-Alt.
- Two Precoded Bar Code Labels (see appendix H) will be sent for each student who appears on your student roster. The bar codes link each student's materials to the student's name and location. ***It is essential that the bar code labels be attached to each student's assessment material: the student answer folder and Test Administrator Security Affidavit. If you did not receive precoded labels for students you assessed, you must use Linking Bar Code Labels for these students' assessment materials. See appendix I of the TAM for instructions for affixing bar code labels and completing answer folder coding. All answer folder coding must be completed for students without Precoded Bar Code Labels.***
- Review answer folders to verify that score coding is included for each content area you administered.
- Verify that the Test Administrator Security Affidavit is complete, with test administrator, assessment monitor, and principal signatures as well as the administration dates and session time information for all content areas. The assessment time information must also be coded on the appropriate page of the student answer folder for each content area.
- If you are assessing more than one student in a school, group the materials by type: all test booklets, all Test Administrator Security Affidavits, and so on. Place them in the return carton in the order shown on the diagram in appendix J, with the test booklets on the bottom of the carton and the School Security Checklist on top of the contents of the carton.
- Collect the remaining printed manipulatives and place in the bottom of school box 1.
- Do not seal the cartons because the DTC-Alt must verify the contents.
- Deliver all materials to the DTC-Alt according to district procedures.

Information on Assistive Technology

Definition of Assistive Technology

The Individuals with Disabilities Education Act (IDEA) of 2004 states:

Assistive technology devices mean any item, piece of equipment, or product system, whether acquired commercially, off a shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.

Although communication systems and technology will be essential for students with significant cognitive disabilities to demonstrate what they know and can do, additional accommodations may enhance a student's ability to respond to task requirements. This section outlines a continuum of examples of accommodations and instructional and assistive technology. Although not exhaustive, the list presents a range of options for a variety of students. Under the broad definition of assistive technology, all items in the list could be used during instruction and could be used during the assessment. In some cases, multiple accommodations may be necessary to enable a student to respond. Teachers are encouraged to adapt test materials to align with the accommodations on a student's IEP as necessary to maximize potential student responses, as long as the accommodation does not change the construct being tested.

Assistive Technology Continuum

Low-tech devices typically have no electrical or mechanical components. They may also be specially designed devices used for a specific purpose. Examples are specially designed spoons, corner chairs, and pencil grips.

Medium-tech devices are less sophisticated than high-tech devices but may be electronics based with mechanical components. The greatest range of sophistication within the AT continuum is found in this category. A BIGmack Communicator (Ablenet) is a single-message communication device on which sounds or voices can be recorded and played back when the switch is activated. With an additional cable, the device can be used as a switch to operate a switch-accessible device.

High-tech devices incorporate one or more sophisticated technologies, such as a computer chip. The most common example of a high-tech device is the computer. An example of a high-tech assistive technology is the Kurzweil 3000 system. This system uses a computer, a scanner, and software that translates printed text to electronic text, then uses speech-to-text technologies to read the electronic text out loud to someone who needs assistance with reading printed text. The system includes various other highlighting and note-taking capabilities.

Other examples follow.

Appendix L

Examples of Assistive Technology

Low Tech	Medium Tech	High Tech
Head pointer	Step by Step Communicator (Ablenet)	Don Johnston Discover Switch
Boardmaker	BIGmack switches for yes/no or choice 1-2 responses	Liberator
Photographs	Computer with "Writing with Symbols 2000" (Wigit)	IntelliTalk II
Symbols paired with real objects or manipulatives	Reading Pen	IntelliSuite (IntelliTools)
Pictures		IntelliMathics
Textured or raised lines		IntelliPics Studio
High-contrast color overlays	(IntelliTools) custom	IntelliKeys
Coactive signs		

Access tools for these devices include touch windows, joy sticks with input, a head mouse, and track balls.

Assistive Technology Resources and Materials

South Carolina Assistive Technology Program

<http://uscm.med.sc.edu/CDR/index.htm>
 USC School of Medicine Center for Disability Resources
 University Center for Excellence
 Columbia, SC 29208

Midlands Center
 8301 Farrow Road
 Columbia, SC 29203
 803-935-5263
 803-935-5342 (fax)
 800-915-4522 (toll-free)

Assistive Technology Device Information

ABLEDATA

8630 Fenton Street
Suite 930, Silver Spring, MD 20910
800-227-0216 (toll free)
301-608-8958 (fax)
adaigle@aol.com (e-mail)
www.abledata.com

Assistivetech.net

Georgia Tech Center for Assistive Technology and Environmental Access
490 Tenth Street, NW
Atlanta, GA 30332-0156
800-726-9119 (toll-free voice/tty)
404-894-1414 (phone)
404-894-9320 (fax)

BIGmack

www.ablenetinc.com
Minneapolis, MN

Boston Public Schools:

<http://boston.k12.ma.us/teach/technology/emmanuel/SupportsList.pdf>

Texas School for the Blind and Visually Impaired

1100 W. 45th St.
Austin, TX 78756
512-454-8631
800-872-5273 (toll free)
512-206-9451 (tdd)
512-206-9450 (fax)
<http://www.tsbvi.edu>

Closing the Gap

P.O. Box 68
Henderson, MN 56044
507-248-3294
507-248-3810 (fax)
Info@closingthegap.com (e-mail)
<http://www.closingthegap.com>

Appendix L

Assistive Technology Training

Virtual Assistive Technology University

<http://vatu.usm.maine.edu/>

Intellikeys, Intellitools

www.intellitools.com

Intellitalk2, Intellitools

www.intellitools.com

Mayer-Johnson Boardmaker 2000

Solana Beach, CA

www.mayer-johnson.com

Kurzweil 3000

Bedford, MA

www.kurzweiledu.com

Writing with Symbols 2000, Widget

Policy and Procedures

Iowa's Assistive Technology Guidebook: Creating a Pathway (1998 draft)

<http://www.aea11.k12.ia.us/att/>

Universal Design

CAST Universal Design for Learning

<http://www.cast.org/udl/UniversalDesignforLearning361.cfm>

National Resources

National Alternate Assessment Center

<http://www.naacpartners.org/>

Large Scale Assessments for Students with Disabilities Tool Kit

<http://www.osepideasthatwork.org/toolkit/index.asp>

National Center on Educational Outcomes, Universal Design Applied to Large Scale Assessments

<http://education.umn.edu/NCEO/OnlinePubs/Synthesis44.html>

Appendix M

List of Materials to Be Provided by Test Administrator

SC-Alt Spring 2007

English Language Arts ELEMENTARY SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
1	Greeting Card	greeting card (1) 8.5- by 11-inch folded construction paper (1) writing tool (1) tape (1) glue stick (1) index card with student's name (1) index card with teacher's name (1) index card with classmate's name (1)
2	Favorite Things	familiar classroom object (1)
4	Pet Poem	crayons (1) markers (1)
5	Descriptive Essay about Someone	writing tool (1) blank paper (1) photo of friend (1) photo of a teacher (1)
7	Compound Words	hairbrush (1) toothbrush (1)
12	The Lost Necklace	blank 8.5- by 14-inch paper (1)
Note: Reuse as appropriate with individual students		

Appendix M

List of Materials to Be Provided by Test Administrator English Language Arts MIDDLE SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
1	Favorite Things	familiar classroom object (1)
4	Descriptive Essay about Someone	writing tool (1) blank paper (1) photo of friend (1) photo of a teacher (1)
6	Letters and Words	index card with classmate A's name (1) index card with student's name (1) index card with classmate B's name (1) index card with classmate C's name (1)
11	School Shopping List	blank paper (1) writing tool (1)
Note: Reuse as appropriate with individual students		

Appendix M

List of Materials to Be Provided by Test Administrator English Language Arts HIGH SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
8	School Shopping List	blank paper (1) writing tool (1)
Note: Reuse as appropriate with individual students		

Appendix M

List of Materials to Be Provided by Test Administrator Mathematics

ELEMENTARY SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
1	Measurement Readiness	long scarf (1)
2	Locations	object from classroom with which the student is familiar (1) books (2) sheets of colored paper (2)
4	More or Less	identical objects (2)
6	Which Tool?	book (1)
7	Adding and Subtracting Whole Numbers	\$1 bills (5)
8	How Long?	large paper clips (4) 3.5-inch diskette (1) unsharpened pencil (1) 3- by 5-inch index card (1)
9	3-D Shapes	unsharpened pencil (1) can (1) ball (1)
10	Sort and Classify Objects	small cup (1) large cups (3) mug (1) large plates (2) small plate (1)
Note: Reuse as appropriate with individual students		

Appendix M

List of Materials to Be Provided by Test Administrator Mathematics

MIDDLE SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
1	Measurement Readiness	long scarf (1)
2	Locations	object from classroom with which the student is familiar (1) sheets of colored paper (2) books (2)
4	More or Less	identical objects (2)
6	Adding and Subtracting Whole Numbers	\$1 bills (5)
8	How Long?	large paper clips (4) 3.5-inch diskette (1) unsharpened pencil (1) 3- by 5-inch index card (1)
9	Sort and Classify Objects	small cup (1) large cups (3) mug (1) large plates (2) small plate (1)
Note: Reuse as appropriate with individual students		

Appendix M

List of Materials to Be Provided by Test Administrator Mathematics HIGH SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
1	Measurement Readiness	long scarf (1)
2	Locations	object from classroom with which the student is familiar (1) books (2) sheets of colored paper (2)
4	More or Less	identical objects (2)
5	How Much Money?	nickel (1) penny (1) dime (1) unsharpened pencil (1)
11	How Likely?	paper lunch bag (1) clear plastic bags (3)
12	About How Many?	clear plastic bags (2)
Note: Reuse as appropriate with individual students		

Appendix M

List of Materials to Be Provided by Test Administrator Science

ELEMENTARY SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
3	Position of Objects	binder clip (1) small cardboard box with one open side (1)
5	Properties of Matter	plastic bowl (1) small rock (1) large rock (1)
6	Solid and Liquid	ice cube in plastic sealed bag (1) water in cup (1) ice in cup (1)
7	Major Organs	CD player (1)
8	Thermometer	ruler (1) calculator (1) thermometer (1)
9	Living Things	small plant (1) book (1) plastic cup (1)
Note: Reuse as appropriate with individual students		

Appendix M

List of Materials to Be Provided by Test Administrator Science

MIDDLE SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
1	Metal or Not Metal	drink can (1), plastic bottle (1), metal paper clip (1), plastic marker/highlighter (1), eraser (1), metal spoon (1), book (1), metal key (1), penny (1), piece of cloth (1), piece of aluminum foil (1), paper cup (1)
3	Physical Structures	sheet of paper (1) picture of teacher's choice (1)
6	Electrical Energy	battery-operated flashlight (1) working battery(ies) for flashlight (1)/(2)
7	Seeds	sunflower seeds (3) soil in paper cup (1) cup of water (1) bag of grass clippings (1) leaf (1) string bean (1)
8	Major Organs	CD player (1)
9	Thermometer	ruler (1) calculator (1) thermometer (1)
Note: Reuse as appropriate with individual students		

Appendix M

List of Materials to Be Provided by Test Administrator Science HIGH SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
3	Magnets	magnet (1) magnetic object (3) nonmagnetic object (3) plastic marker (1) binder clip (1) eraser (1) large paper clip (1) picture (1)
4	Electricity	lamp with cord and visible switch (1)
5	Electrical Energy	battery-operated flashlight (1) battery for flashlight (1)/batteries for flashlight (2)
7	Force and Motion	red block (1) blue block (1) hardback textbooks (4) 8.5- by 11-inch piece of rigid cardboard (1)
8	Force	rock (same size as ball) (1)
9	Surfaces and Motion	textured fabric (1) table (1)
11	Changing States of Water	ice cube (1)
12	Friction and Gravity	folded paper (1) crumpled ball of paper (1) sheet of paper (1)
Note: Reuse as appropriate with individual students		

Appendix M

List of Materials to Be Provided by Test Administrator Social Studies

ELEMENTARY SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
1	Responsibilities	photo of student's mom, dad, or other adult home (1) photo of principal (1) photo of teacher from school (1) photo of custodian (1) photo of student in class (1)
2	Citizenship	tennis ball (1) markers (2) piece of paper (2) marker box (1)
3	Community Members	familiar classroom object (1)
5	Inventions and Their Function	telephone (1) CD player (1) light bulb (1) lamp (1) stapler (1)
6	Describe Yourself	card with student's age (1) card with student's hometown (1)
10	Goods and Services	\$1 bill (1)
15	Types of Leaders	photo of teacher from class (1) photo of student in class (1) photo of principal (1)
Note: Reuse as appropriate with individual students		

Appendix M

List of Materials to Be Provided by Test Administrator Social Studies

MIDDLE SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
1	Responsibilities	photo of student's mom, dad, or other adult at home (1) photo of principal (1) photo of teacher from school (1) photo of custodian (1) photo of student in class (1)
2	Citizenship	tennis ball (1) markers (2) piece of paper (1) marker box (1)
3	Money	\$1 bill (1) quarter (1) nickel (1) dime (1) penny (1) candy (1) unsharpened pencil (1) CD (1) sticky note with smiley face (1)
4	Crops of South Carolina	cotton (1) rice card made by teacher (1) glue (1) blank card (1) cotton card made by student (1)
5	Communication	newspaper (1) CD player (1) cell phone (1) timer (1) keyboard (1) remote control (1)
6	Describe Yourself	card with student's age (1) card with student's hometown (1)
10	Exchanging Money	\$1 bills (2), quarter (1), nickel (1)
18	Cotton	cotton ball (1)
Note: Reuse as appropriate with individual students		

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